

STRATEGIC PLANNING PROCESS

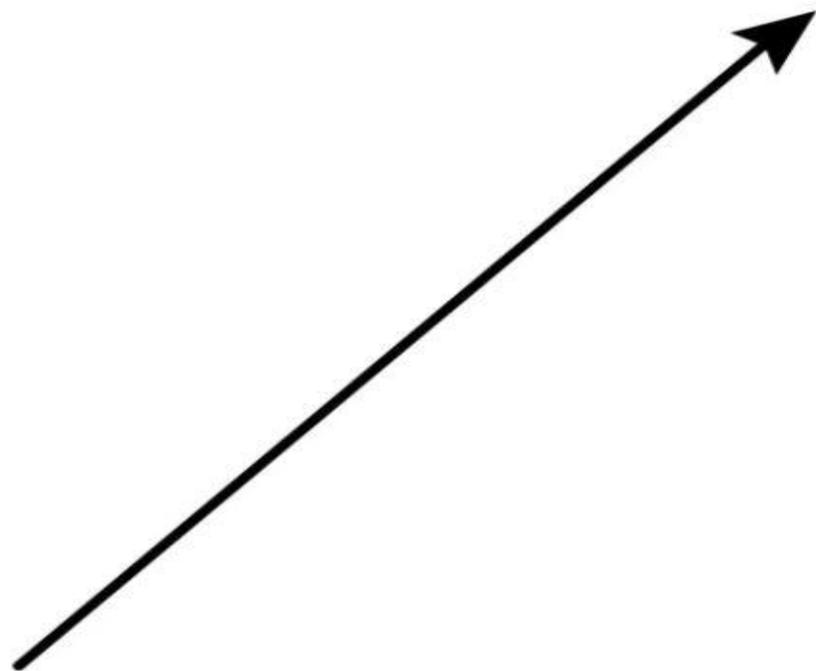


No challenge can stop you if you have the courage to keep moving forward in the face of your greatest fears and biggest challenges. Be courageous.

Jon Gordon

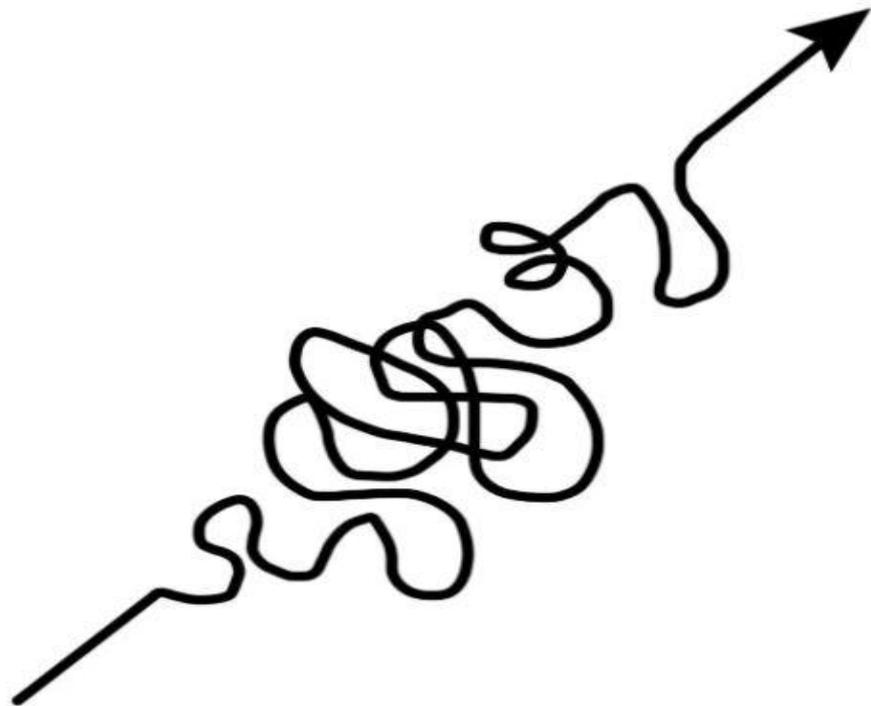
quotefancy

SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like

STRATEGIC PLANNING PROCESS



STRATEGIC PLANNING PROCESS



A strategic plan is a structured plan for which goals are identified following the completion of a thorough needs assessment. Through this process, organizational goals are established and then monitored and revised based upon on-going collected data. This structure assists organizations in ensuring goals are not lost in the stresses of day-to-day operations.

Educational communities operate daily in a very high-paced, professional world. It is very easy for one to shift focus from the vision to the immediate need at the moment. Therefore, it is essential to define organizational goals and align conversations, decisions, supports, and resources to meet those goals. Strategic plans provide an intentional structure for organizations to move forward one step-at-a-time.

One very insightful perspective shared by Desmond Tutu, “there is only one way to eat an elephant: a bite at a time.”

STRATEGIC PLANNING PROCESS

Needs Assessment

Listening Tour / Exit Interviews

Focus Group Meetings

Walkthroughs

Surveys

Audit

Student Interviews

Example

Group 2

Root Cause

What is the problem?



staff attendance

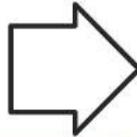
Why is it happening?



Having to sub every day/giving up prep or lunch.

Not feeling like a team

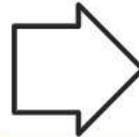
Why is that happening?



Not enough subs in the building.

No team meeting/ time to collaborate effectively with each other. Inconsistent information shared across the meetings.

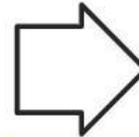
Why is that happening?



Lack of subs due to other jobs that are easier/ more lucrative.

Team meetings aren't providing the warm and fuzzies even though happening more now in this building.

Why is that happening?



Other jobs are more attractive than subbing in Lindenwold.

Lack of team meeting because teachers are pulled to sub during times they are scheduled to meet.

Example

LaShawna Harris + 1 • 4mo

Student Attendance Intervention Padlet

Made with joy

Additional after school sports and activities and events to give students and community members the opportunity to interact informally.

5 0

1

Anonymous 4mo

Wish I still had all my after school busses :-)

Add comment

Incentives for attendance at evening events.

3 0

2

Anonymous 4mo

I would give a homework pass to parents who attended family engagement nights.

Anonymous 4mo

I used to give extra credit to students whose parents attended events.

Add comment

Use grant funding for mobile preventive health services.

4 0

4

Anonymous 4mo

Maybe have a family health and wellness fair or night.

Anonymous 4mo

What about working with families by holding conferences with families?

Anonymous 4mo

Policy & Reg. is I & RS, conferences, etc.

Anonymous 4mo

Recommendation for this to also support immunization services at the various levels.

Creating opportunities for parents to connect and build relationships and support each other.

2 0

2

Anonymous 4mo

Ensuring that there are also opportunities for Spanish speaking parents.

Anonymous 4mo

Challenging indeed!

Add comment

Parent education courses

3 0

1

Anonymous 4mo

Parents' selection and recommendations for such courses.

Add comment

Student vaccination clinics

1 0

1

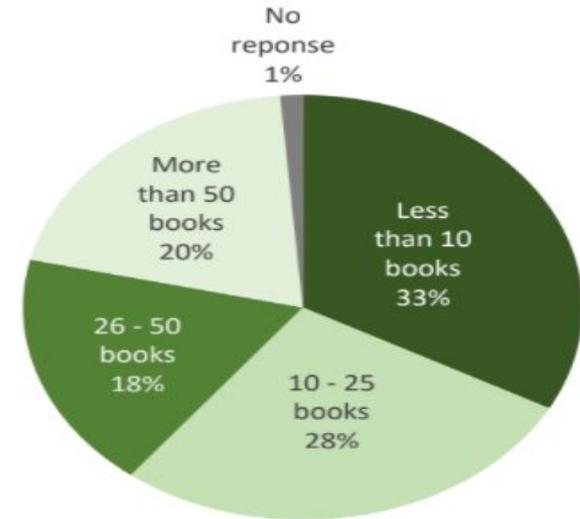
Anonymous 4mo

That might help, but this was the first year this was such an issue.

STRATEGIC PLANNING PROCESS

- 379 staff completed the staff surveys
- 300 certified staff
- 79 non-certified staff
- 1335 students completed the student surveys

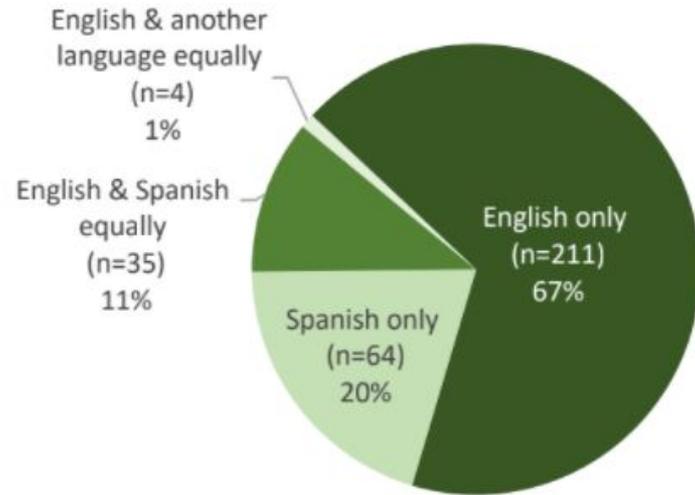
Figure 6. How many books are there in your home?



STRATEGIC PLANNING PROCESS

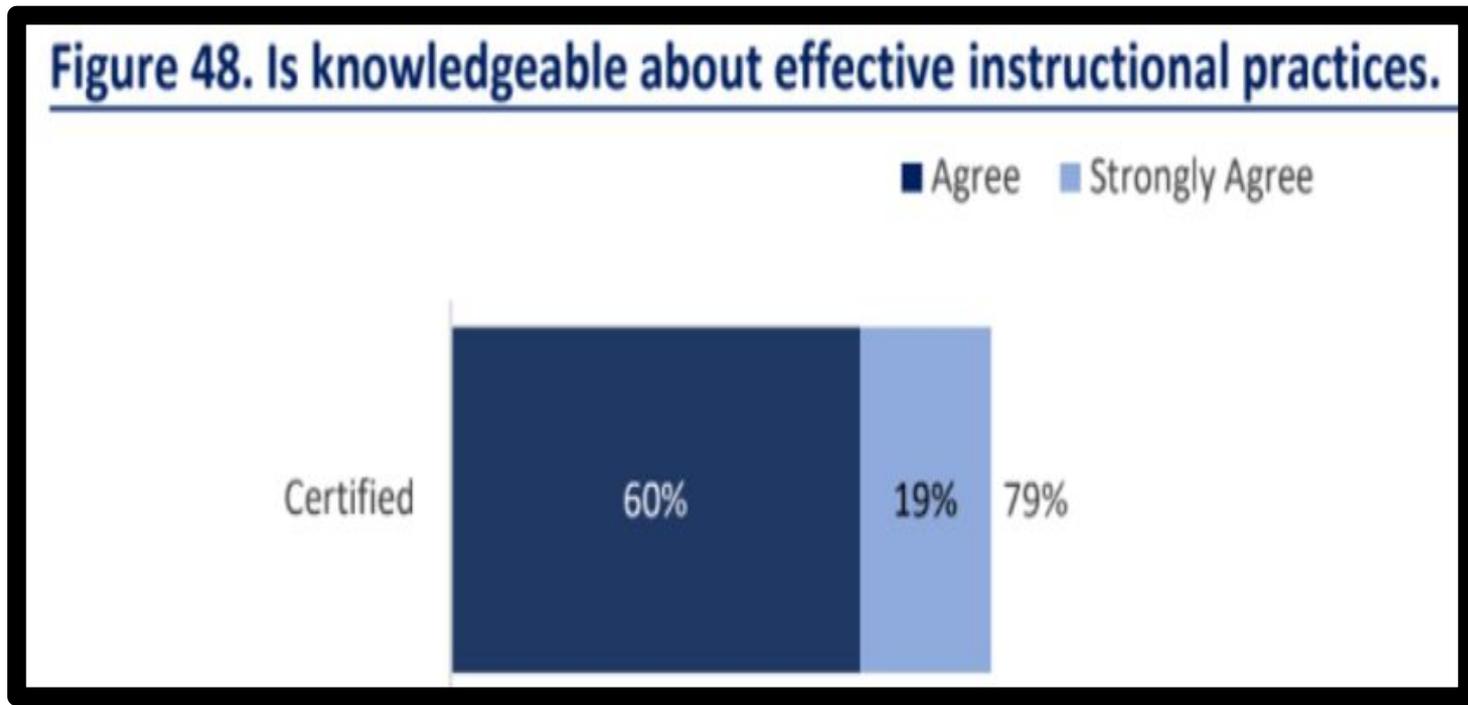
- 314 completed parent/guardian surveys
- 500 individuals opened the survey
- 14% completed the Spanish survey
- Multiple Schools & Overall Data

Figure 5. Language Spoken Most in the Home



A FEW OF MANY HIGHLIGHTS

At least one administrator.....



A FEW OF MANY HIGHLIGHTS

At least one
administrator.....

Figure 49. Sets high standards for teaching.



Figure 52. Is willing to provide constructive feedback.



A FEW OF MANY HIGHLIGHTS

At least one
administrator.....

Figure 42. The evaluation feedback I receive is valuable in improving my instructional practice.

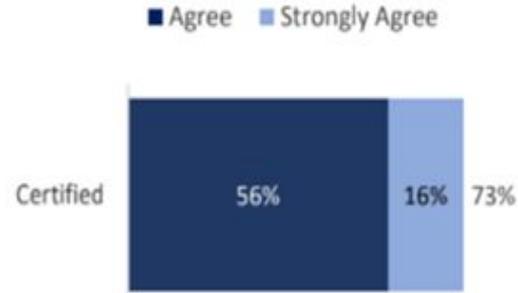
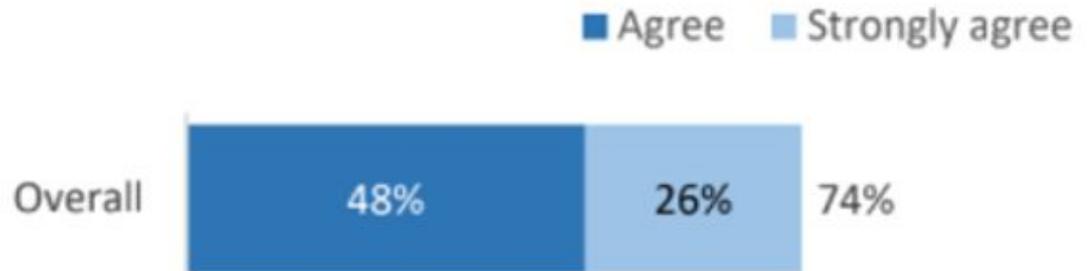


Figure 12. I am proud to work in Lindenwold Schools.



A FEW OF MANY HIGHLIGHTS

According to staff
and students.....

Figure 55. Diversity is a priority at this school.

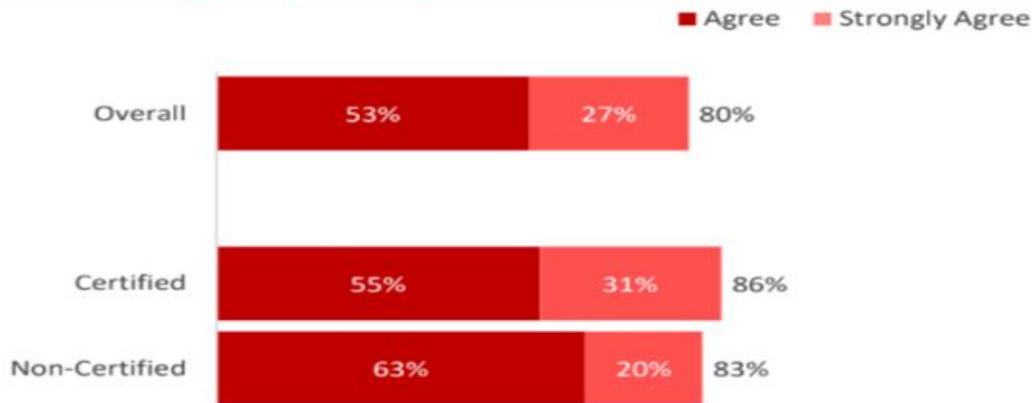
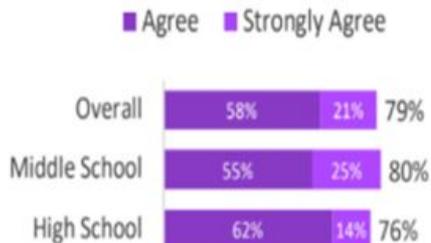


Figure 26. My classes include material about people from different cultures or backgrounds.



A FEW OF MANY HIGHLIGHTS

Our Students.....

Figure 20. I am not afraid to make mistakes because I can learn from them.

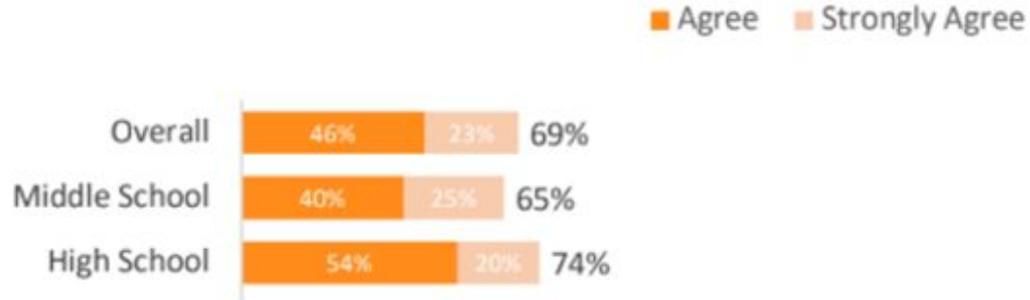
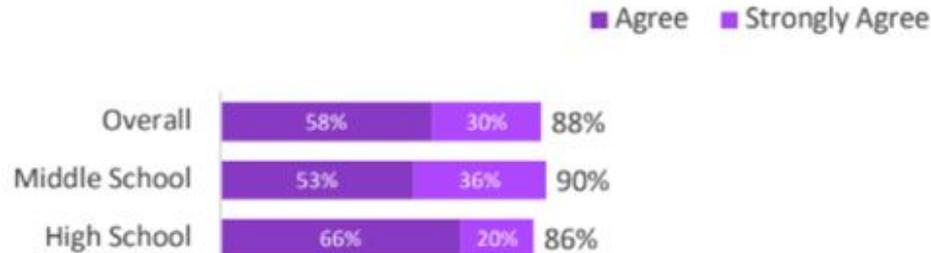


Figure 28. My teachers are available to help explain what needs to be done in class.



A FEW OF MANY HIGHLIGHTS

At least one
administrator.....

Figure 30. I can name at least one adult at this school who cares about me.

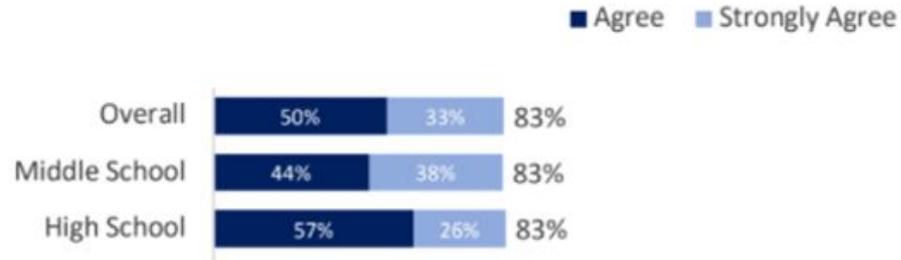


Figure 32. The adults at this school support or encourage my future goals.



INTERESTING BUT MORE EXPLORATION NEEDED

According to our
families and our
students.....

Figure 15. What is the highest education level that you expect your child to complete?

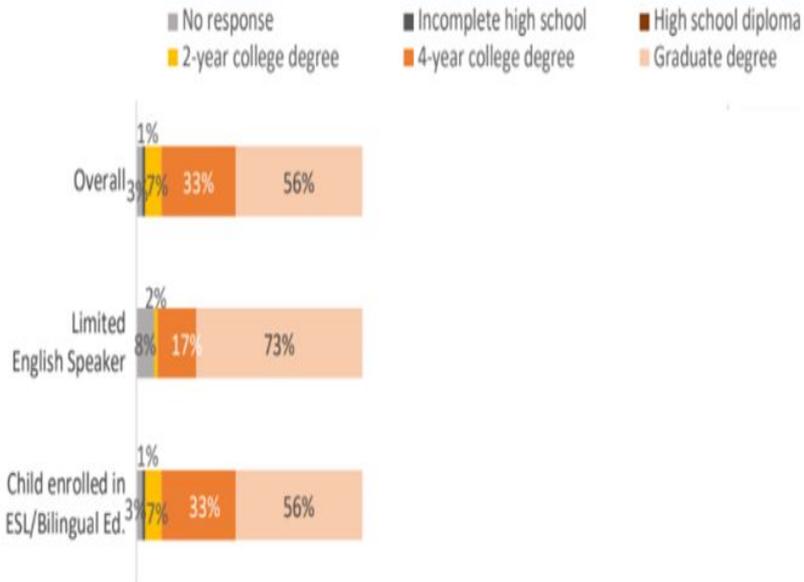
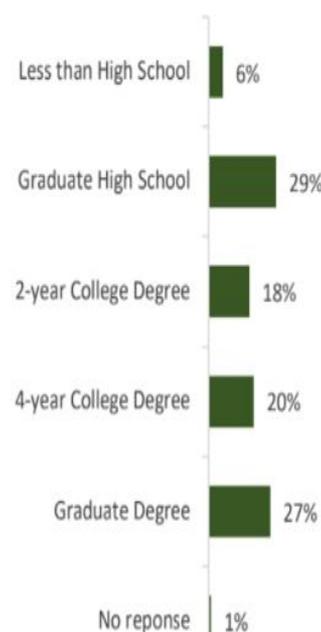


Figure 8. What is the highest education level you expect to complete?



Lunch
Food
Kids
Students
Teachers
Uniforms
Nothing
Sports
Dress code

Figure 44. Word Cloud of Students' Responses to What They Want Changed at Their School



STRATEGIC PLAN CREATION





ORGANIZATIONAL CAPACITY

STRENGTHENING PROFESSIONAL/ORGANIZATIONAL CAPACITY

PROVIDING HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR ALL STAFF

(PERMANENT SUBS, CERTIFIED & NON-CERTIFIED STAFF, ADMIN.)

CLEAR COMMUNICATION & EXPECTATIONS DEFINED

RIGOROUS INSTRUCTION

ENSURING ACADEMIC AND SOCIAL-EMOTIONAL GROWTH/SUCCESS FOR ALL STUDENTS

FOSTERING SUPPORTIVE AND EQUITABLE EXPECTATIONS AND OPPORTUNITIES FOR STUDENTS

PROVIDING HIGH QUALITY INSTRUCTIONAL PRACTICES IN ALL CLASSROOMS

2022 - 2023:

1. LEARNING TARGETS ALIGNED TO STANDARDS
2. WHAT AND **WHY** ARE STUDENTS LEARNING THIS CONTENT?
3. FORMATIVE ASSESSMENT: HOW DO YOU KNOW WHAT THE STUDENTS HAVE **LEARNED** VS. WHAT WAS TAUGHT?

(WITH A MONITORING EMPHASIS ON STUDENT WORK PRODUCT ALIGNMENT)

DISTRICT CULTURE

IMPROVING STUDENT TO STUDENT RELATIONSHIPS

IMPROVING STAFF & STUDENT ATTENDANCE

IMPROVING PROFESSIONAL RESPECT AMONG STAFF & STUDENTS

STRENGTHENING & FOSTERING POSITIVE COMMUNITY RELATIONSHIPS

Organizational Capacity (Look at the Eval. Tool)	Goals	Performance Indicators	Interventions/Actions
Lindenwold Public Schools' staff has the knowledge, skills, and resources to successfully support dramatic gains in student performance.	1. All Lindenwold staff members know their roles and responsibilities, so they can execute effectively	Employee performance reviews <i>Teachers: Danielson</i> <i>Principals and Supervisors: NJPEPL</i> <i>Goals linked to performance reviews</i> Stakeholder feedback	Release an updated SOPM for the district Realigning roles and responsibilities to reflect the district's priorities Customize performance evaluations to align with roles and responsibilities Leadership coaching for administrative staff
	2. Communication across stakeholders in the district reflects synergy across schools and departments.	Increased engagement across stakeholder groups <ul style="list-style-type: none"> • Increased attendance at events • Increase in SM followers • Increase in SM positive responses • Decrease in 	New district website Translated communication Interpreters are required for some and available for others Develop a social media and communication plan for all buildings
		negative/increase in positive comments in 2nd semester (community feedback on customer service)	Parent Informational / Learning Opportunities/Experiences

Communication Roles/Responsibilities

Communication Across Stakeholders

Increased Engagement

ORGANIZATIONAL CAPACITY

- **Audit:** more opportunities for two-way communication between district EL administrators and school-based administrators and EL educators in relation to EL programming, planning, instruction, and exit
- **Audit:** Provide a school-level system of visible efforts to connect with families of students who may not be attending regularly, or may be experiencing extended illness, to engage in caring communication about supports needed.

ORGANIZATIONAL CAPACITY

- **Audit:** Update the district and individual school websites with attention to linguistic accessibility for community members as well as engagement with schools and school personnel. (School Climate)
- **Audit:** Engage professional interpreter services for all communications between teachers and parents/guardians. (School Climate)
- **Audit:** Provide a school-level system of visible efforts to connect with families of students who may not be attending regularly, or may be experiencing extended illness, to engage in caring communication about supports needed. (School Climate)

ORGANIZATIONAL CAPACITY

- **Audit:** Implement recognition opportunities at the district and school levels, for ELs attaining exit status as a way to value English language proficiency achievement.
- **Audit:** Develop connections with Career and Technical Education community and educational organizations to create pathways for post-secondary success for students.

ORGANIZATIONAL CAPACITY

STAFF

Figure 17. Applies high expectations for professional conduct equally to all staff.

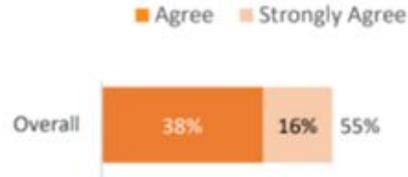
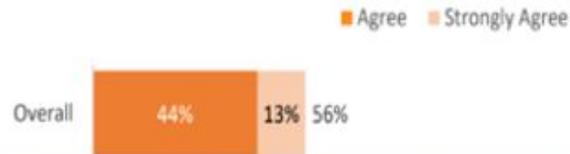


Figure 19. Communicates effectively with all staff.



Figure 22. Engages with parents and guardians to support their child's (or children's) academic success.



ORGANIZATIONAL CAPACITY

FAMILIES

Figure 57. I know what goes on in my child's school.

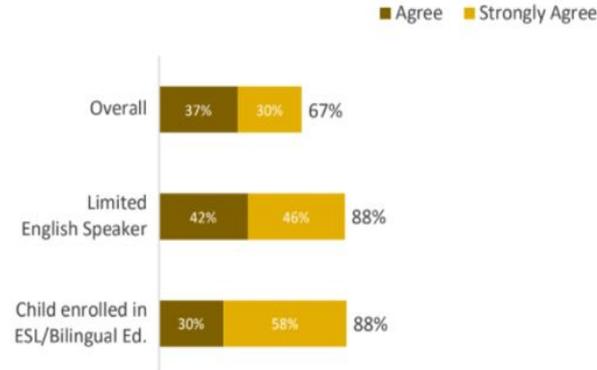
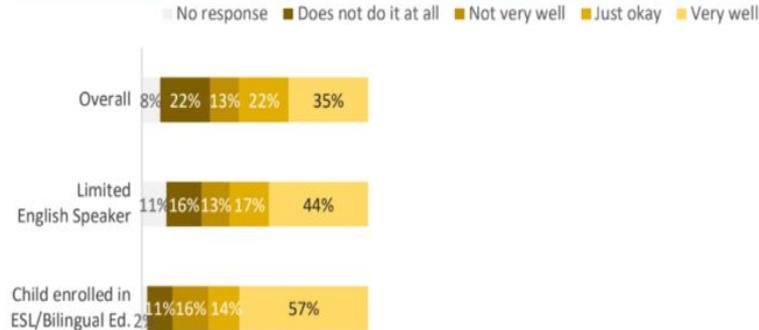


Figure 62. Providing information about why your child is placed in particular groups or classes.



ORGANIZATIONAL CAPACITY

FAMILIES

Figure 66. Newsletters, memos, emails, or notices addressed to all parents.

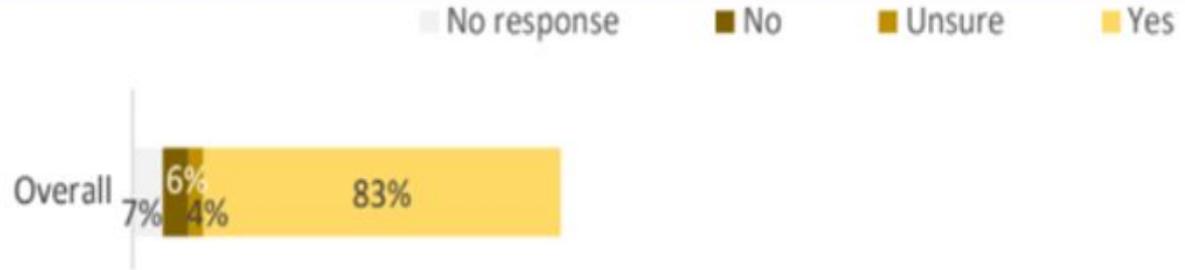
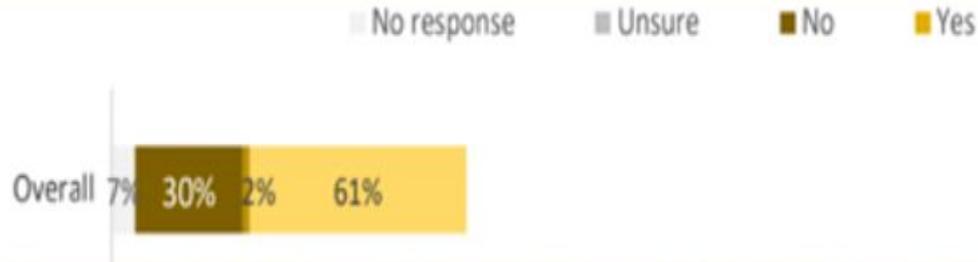


Figure 68. Phone calls specifically about your child from teachers or school administrators.



ORGANIZATIONAL CAPACITY

FAMILIES

Figure 65. What are your top three preferred methods for receiving communication from your child's school?

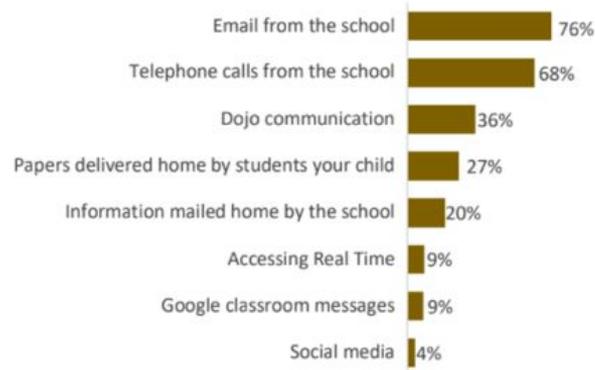


Figure 67. Emails specifically about your child from a teacher or school administrators.



School and Teacher Effectiveness Impact on Learning



Percentile after two years

0

50

100

Percentile

Marzano (2003)

School and Teacher Effectiveness Impact on Learning



Percentile after two years



Marzano (2003)

School and Teacher Effectiveness Impact on Learning



Percentile after two years



School and Teacher Effectiveness Impact on Learning



Percentile after two years

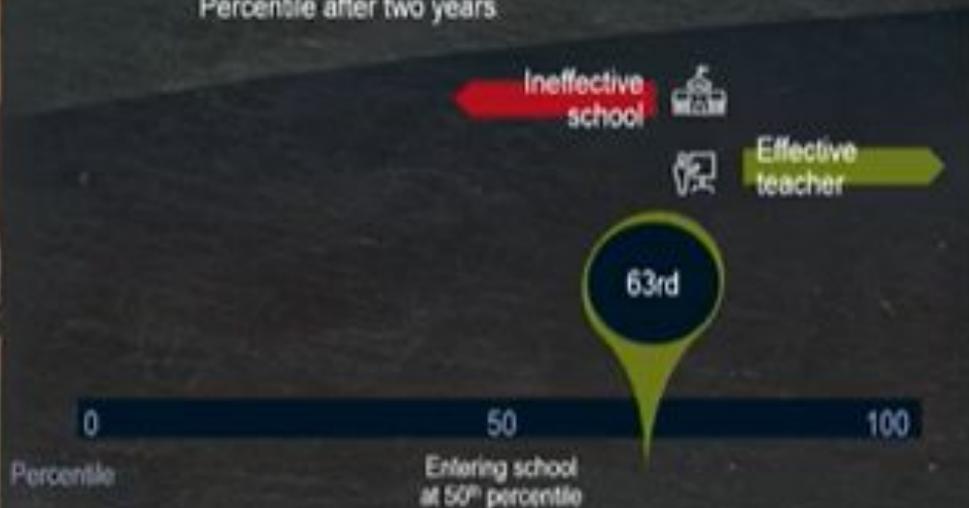


School and Teacher Effectiveness

Impact on Learning



Percentile after two years



Messora (2003)

School and Teacher Effectiveness Impact on Learning



Percentile after two years

0

Percentile

Ineffective school



Effective teacher



63rd

50

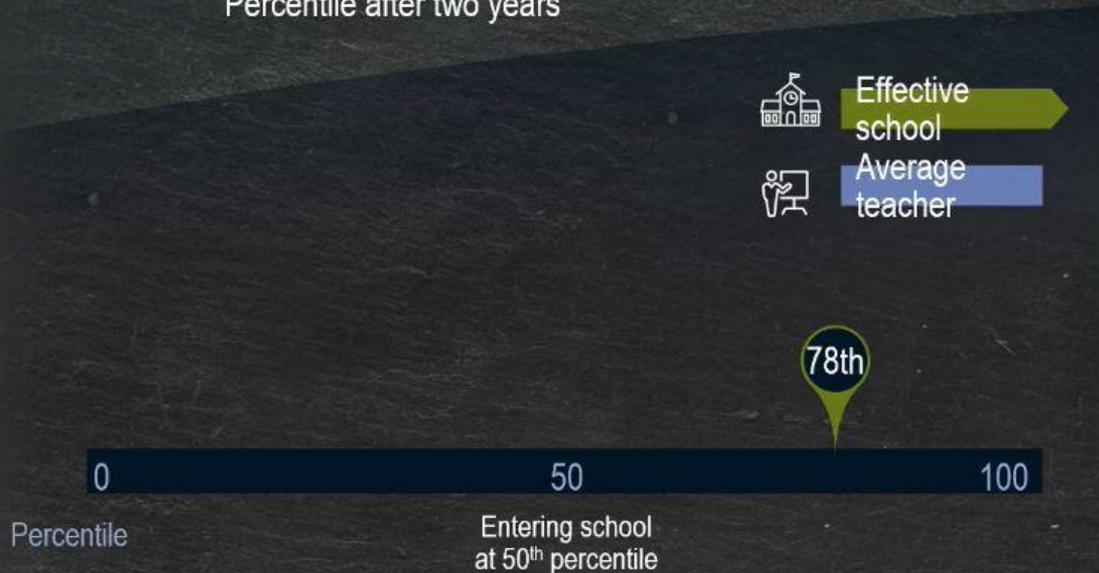
100

Entering school at 50th percentile

School and Teacher Effectiveness Impact on Learning



Percentile after two years



School and Teacher Effectiveness Impact on Learning



Percentile after two years



Marzano (2003)

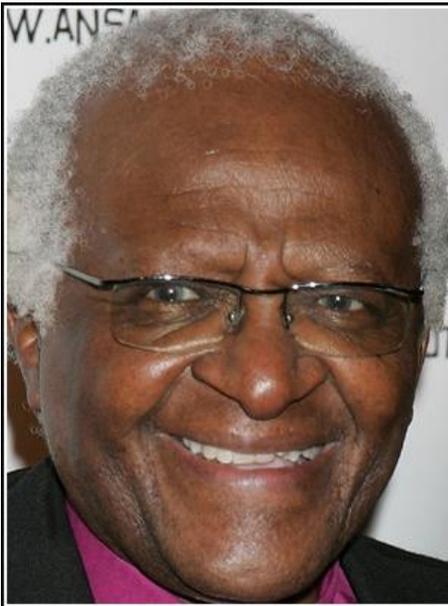
Rigorous Instruction	Goals	Performance Indicators	Interventions/Actions
All students attending Lindenwold Public Schools will receive high-quality instruction tailored to their needs, leading to improved content mastery.	1. All Lindenwold public school students will show academic progress between benchmark assessments	Annual School Goals (ASP) Benchmark Assessments	Create and share a comprehensive assessment calendar with data analysis days built in Establish data discussion cycles with building leadership / staff / central leadership
	2. All Lindenwold public schools' instructional supervisors will engage in regular cycles of observation and feedback Year 1: Learning targets aligned to standards What are they learning and why? Student work products aligned to formative assessments	Observation completion reports Reviews of observation reports and feedback Student work (formative assessments)	Observation schedule that is aligned with the instructional focus Norm expectations for observations and feedback across the district Professional development aligned to district focus
	& aligned to learning targets		

***Progress as measured
By Benchmarks &
ASP Goals***

***Defining Success w/
anchor models and
reading consistency skills***

***Agreement on instructional
“look-fors”
District Focus***

***Purpose & Why
Learning Targets
Formative Assessment***



There is only one way to eat an
elephant, a bite at a time.

— *Desmond Tutu* —

AZ QUOTES

Purpose & Why
Define Success
Learning Targets
Formative Assessment

UNIVERSAL FRAMEWORK EXPECTATIONS



HIGH QUALITY INSTRUCTION

Year	Theme	Goal
2021 - 2022	What is your why? #OurWhy	<p>To have staff reflect on why they do this work; It's just a good starting point.</p> <p>To transfer this question into the classroom: What are the students learning and WHY are they learning it?</p> <p>Making learning relevant as a focus in the classroom</p> <p>To develop common language of good instruction expectations throughout the district</p>



HIGH QUALITY INSTRUCTION

Year	Define our success.	
2022 - 2023	Our Students. Our Success.	<p>Promote and re-focus/for some to introduce the growth mind-set.</p> <p>To continue to develop common language of good instruction expectations throughout the district</p> <p>Begin to establish "models" or "anchors" as concrete marks to aim toward for students and staff</p> <p>Working toward – future goal: Agreement among teachers of what success looks like using OUR student work examples</p>



HIGH QUALITY INSTRUCTION

<p>Year 2023 - 2024</p>	<p>Differentiation Creates Equitable Classrooms</p> <p>Or</p> <p>Equitable Classrooms honor student needs</p> <p>Or</p> <p>I still need to work on a title. I'm open to ideas</p>	<p>To develop common expectations of meeting student needs through differentiation all levels</p> <p>To continue to develop common language of good instruction expectations throughout the district</p> <p>Define student engagement – What does that look like in elementary? Middle? High School?</p> <p>As a district outline small group instruction expectations for all levels</p> <p>Begin discussing and referencing as a district higher order designated chart (Blooms, DOK, Marzano – we must define for our district)</p>
		<p>Utilize it frequently when unpacking the standard and planning for differentiation</p>



**ACCOMODATIONS
MODIFICATIONS
IN ALL
CLASSROOM
SETTINGS**

**IEPS
504S**

**JUST BECAUSE
IT IS THE
RIGHT THING TO
DO**

HIGH QUALITY INSTRUCTION

Year		
2024 - 2025	<p data-bbox="768 121 1064 200">A great question leads to an engaged learner</p> <p data-bbox="768 238 1064 317">I still need to work on a title. I'm open to ideas</p>	<p data-bbox="1097 121 1443 259">To continue to develop common language of good instruction expectations throughout the district</p> <p data-bbox="1097 297 1443 383">To define effective questioning in classroom instruction</p> <p data-bbox="1097 420 1443 532">To integrate higher order / critical thinking experiences in all classrooms</p> <p data-bbox="1097 570 1443 682">To integrate higher order / critical thinking experiences in student work products</p> <p data-bbox="1097 719 1443 827">To begin discussions of project-based learning (PBL) / inquiry-based learning</p>



Professional
Development

Purpose & Why

Learning Targets

Scaffolded Standards

Performance Scale (Growth-Mindset)

Connections & Relevance

Monitoring
Admin. Walkthroughs
Evaluation

Formative Assessment

Intentional Instruction – Data

Student work aligned to standards

Staff Professional Development

Standards Alignment – Learning Targets

Discussion of intentional teaching

A good lesson has an objective (learning target)

Alignment to standards sets the foundation for opportunities to provide student support through scaffolding/unpacking standards

Scaffolding Standards / Growth Mindset

Targets lead to an understanding of performance scales

Performance scales support standards-based grading and a growth mindset and achievement goal setting for students

Formative Assessment

Selecting / Creating Effective Formative Assessment Tools

Collecting, Using, Interpreting Data

Student work aligned to standards

Closure

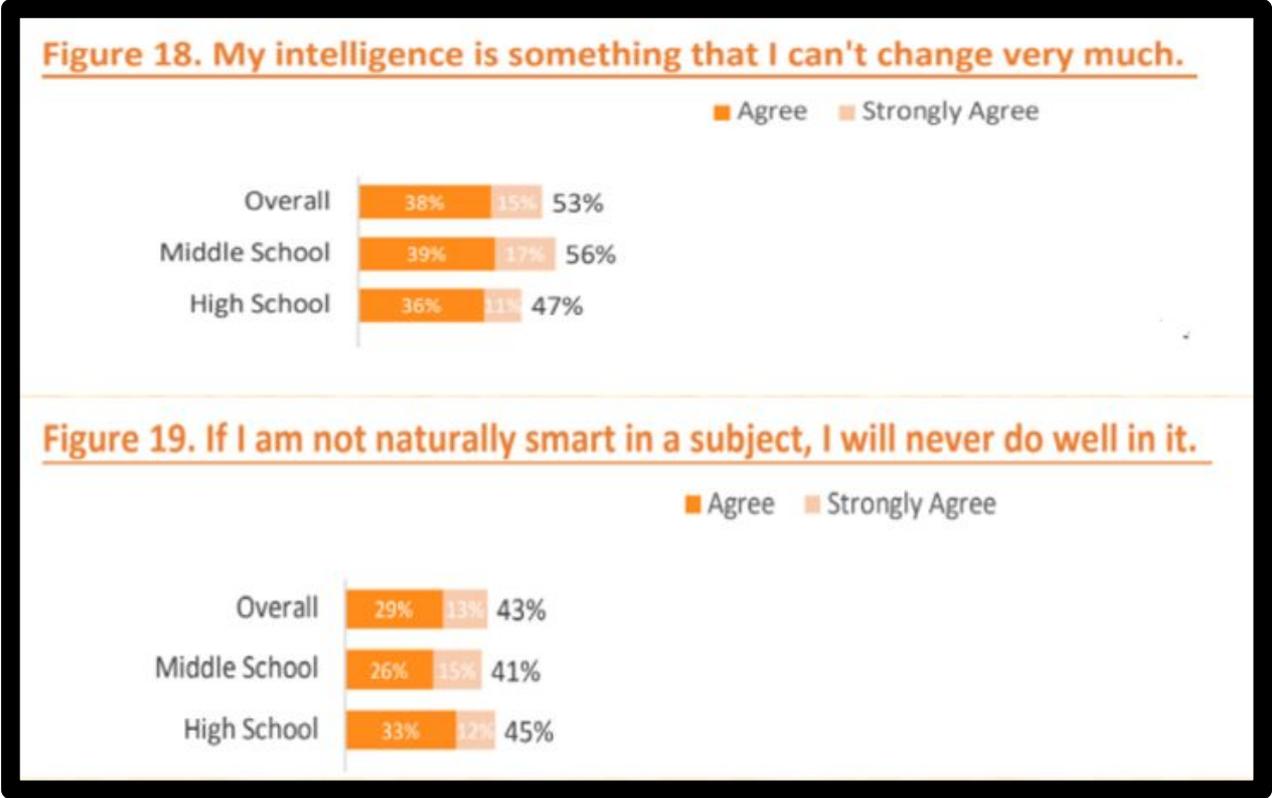
A good lesson has a closure from which tomorrow's lessons can be planned

Purpose:

Without a strong understanding of how to do the above, the following skills will be ineffective: differentiation, taxonomy - zone of proximal development learning

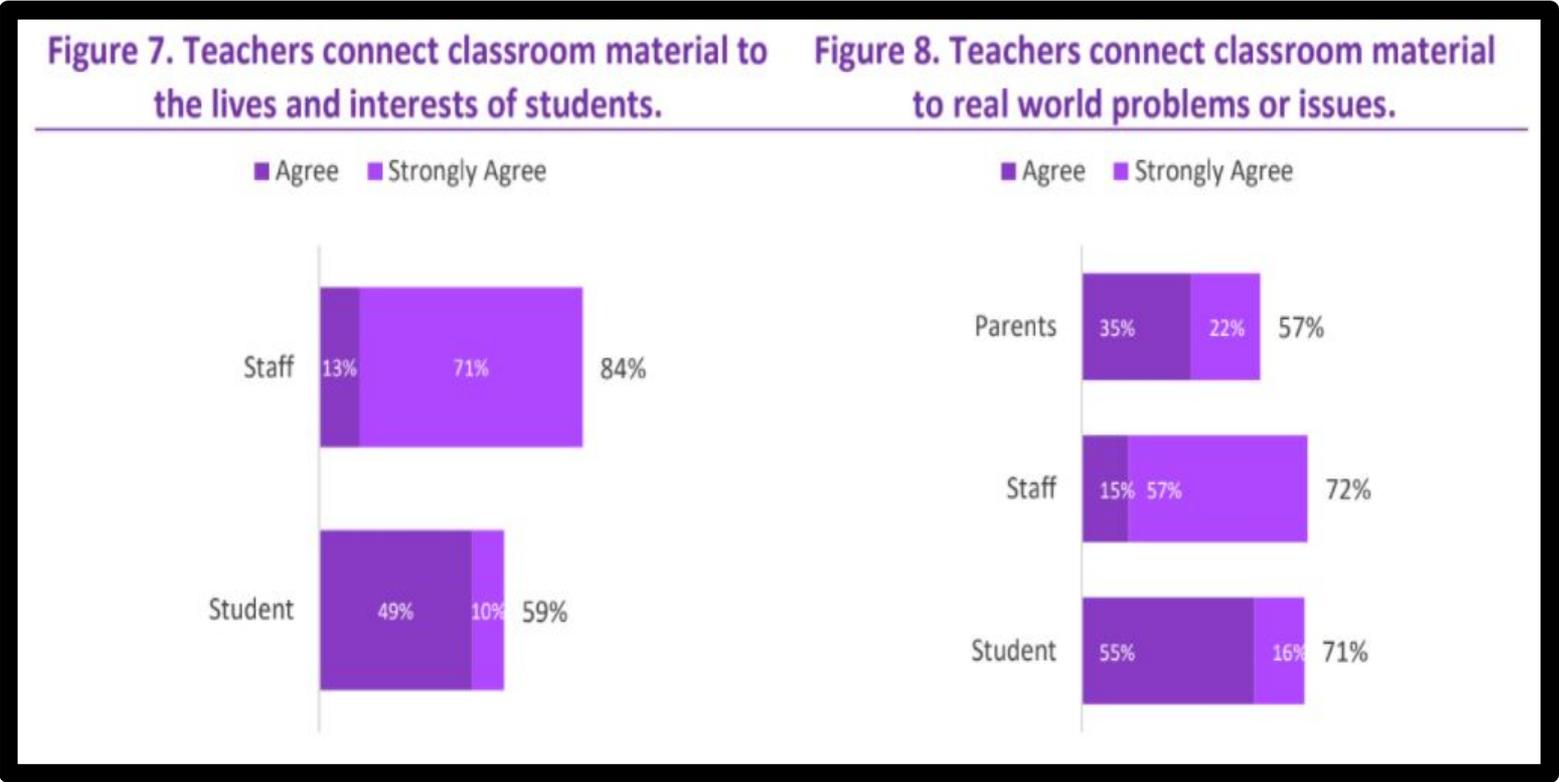
HIGH QUALITY INSTRUCTION

STUDENTS



HIGH QUALITY INSTRUCTION

COMPARISON.....



HIGH QUALITY INSTRUCTION

STAFF

Figure 23. Clearly communicates a shared vision for high achievement at this school.

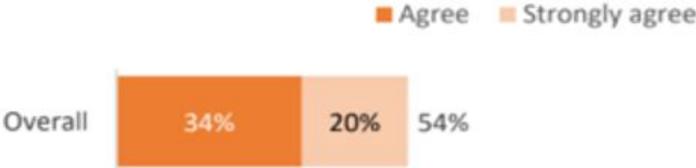


Figure 24. Supports the efforts of teachers to align their instruction to standards.

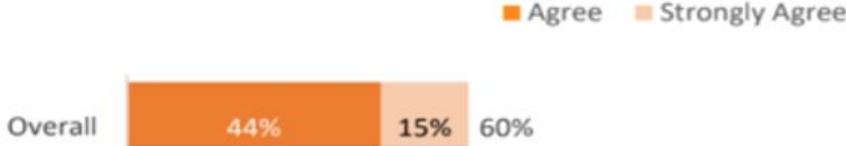


Figure 26. Facilitates professional development opportunities that are aligned to the school's instructional goals.



Year Two

Year Three

Differentiation = Equitable Classrooms

Student Engagement
Meeting Student Needs
Taxonomy
Student Work Alignment

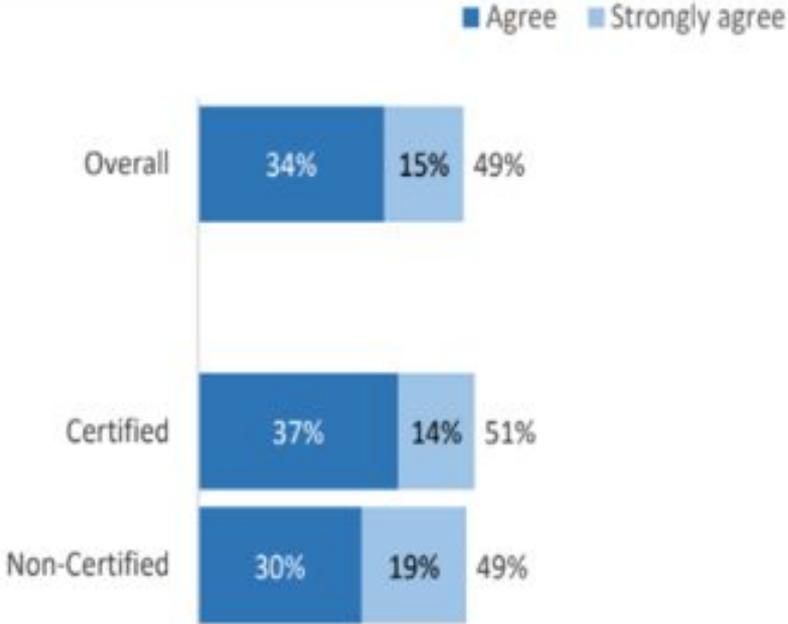
Questioning

Critical Thinking
Taxonomy
Inquiry Based Learning
Student Work Alignment

HIGH QUALITY INSTRUCTION

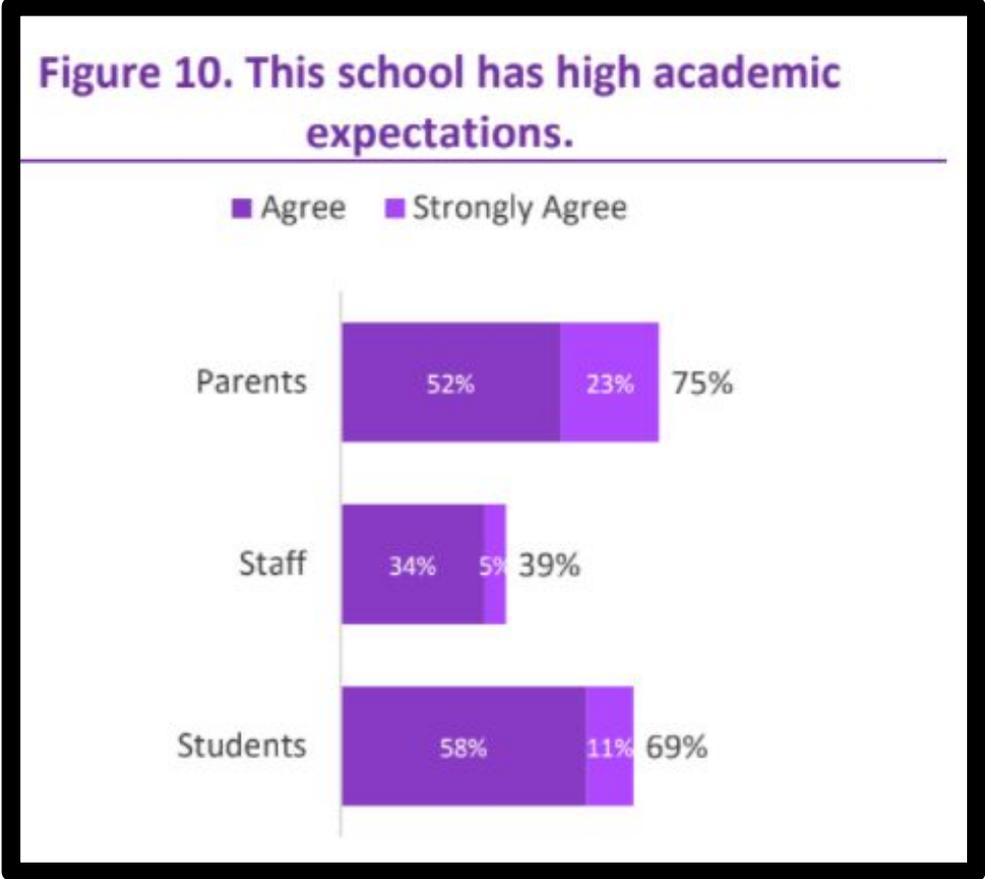
STAFF

Figure 11. I receive enough support and resources from my school's administration.



HIGH QUALITY INSTRUCTION

COMPARISON.....



HIGH QUALITY INSTRUCTION

STAFF

Figure 43. How often has an administrator visited your class to watch you teach this school year?

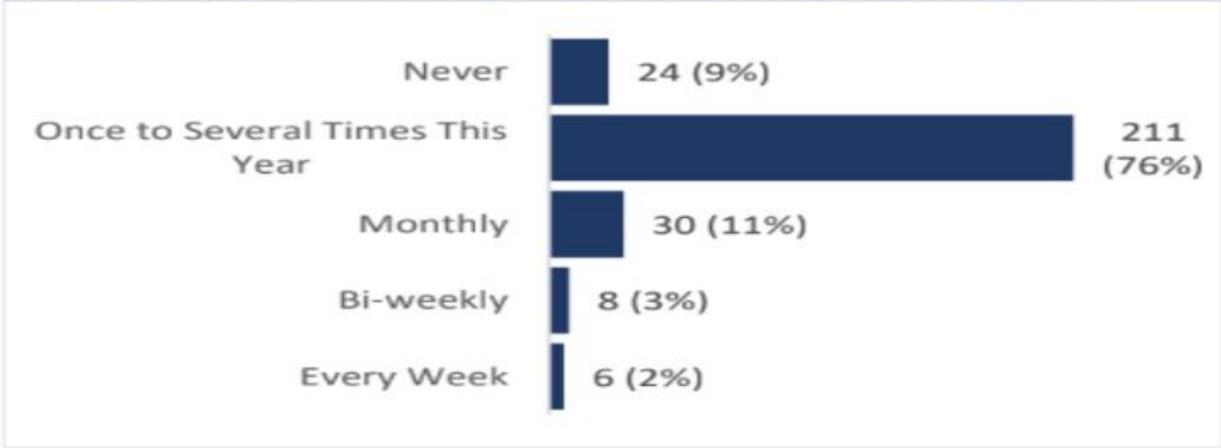


Figure 27. Makes regular visits to my classroom.



HIGH QUALITY INSTRUCTION

	Accomplished	Proficient	Growth in Progress	Support Needed
<p>Posting Learning Targets for 2022 - 2023 And Students understand the "why"</p>	<p>Teacher posts a learning target and references it throughout the lesson.</p> <p>Students are able to explain why they are learning the content and can expand on connections to their lives.</p>	<p>Teacher posts a learning target and introduces the lesson with an explanation of the planned intentional learning.</p> <p>Students are able to explain why they are learning what they are learning.</p>	<p>Teacher posts or references a learning target.</p> <p>The lesson may or may not directly align to the identified target.</p> <p>Students are unable to explain why they are learning what they are learning.</p>	<p>Learning target is not posted or referenced.</p> <p>Students are unable to explain why they are learning what they are learning.</p>
<p>Component</p> <p>3a Communicating with Students</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Clarity of lesson purpose 2. Clear directions and procedures specific to the lesson activities 3. Absence of content errors and clear explanations of concepts and strategies 4. Correct and imaginative use of language 				

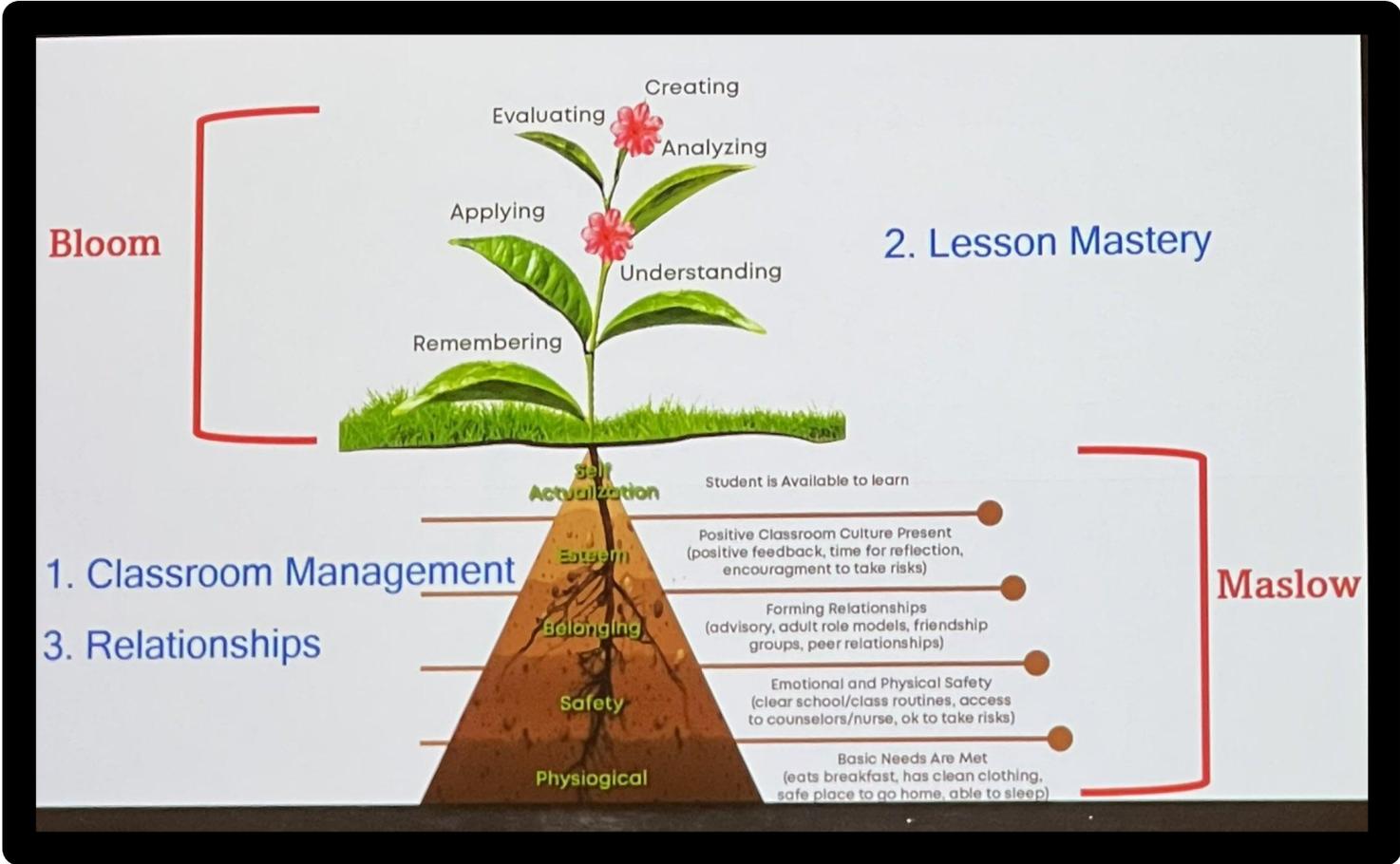
HIGH QUALITY INSTRUCTION

Formative Assessment Alignment				
<p>Component</p> <p>3d Using Assessment in Instruction</p> <p>Indicators:</p> <ol style="list-style-type: none">1. The teacher paying close attention to evidence of student understanding2. The teacher posing specifically created questions to elicit evidence of student understanding3. The teacher circulating to monitor student learning and to offer feedback4. Students assessing their own work against established criteria	<p>Teacher integrates a formative assessment to monitor student learning. Students understand how the information will help the teacher support their needs.</p> <p>The formative assessment monitors intentional student learning as identified by the learning target. Teachers may use formative assessment to adjust instruction (3e.2). Student work is aligned and there is a clear, intentional learning plan.</p>	<p>Teacher integrates a formative assessment to monitor student learning. If asked, the teacher can share how the formative assessment will guide instruction.</p> <p>The formative assessment monitors intentional student learning as identified by the learning target.</p> <p>Student work is aligned to the learning target.</p>	<p>Teacher uses / attempts to use a formative assessment. The assessment partially monitors student learning or may monitor learning at a lower taxonomy level.</p> <p>The teacher is still developing a process for using the collective formative data.</p> <p>Student work is partially aligned to the learning target. (The taxonomy does not mirror the student work; however, it is on topic.)</p>	<p>A formative assessment is not used during the lesson.</p> <p>Student work is not aligned to the learning target.</p>

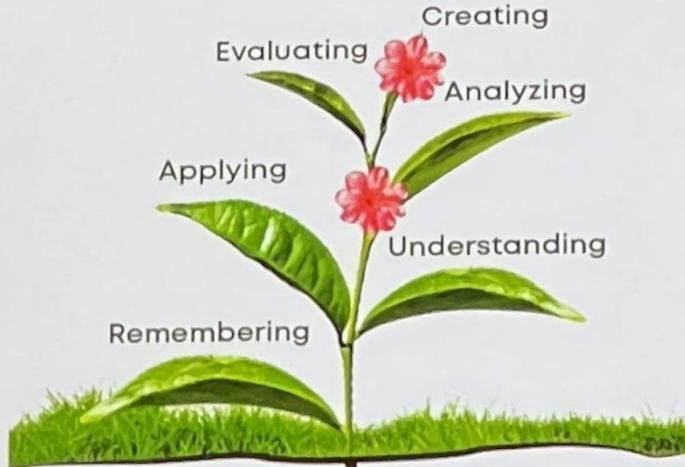
HIGH QUALITY INSTRUCTION

- Audit: increased opportunities for faculty professional development and instructional coaching related to reading and writing instruction for all students, including in the content areas
- Increase opportunities for educator professional development, instructional coaching, and peer mentoring to continue to develop skills for differentiation for ELs in formative assessment and instruction across all grade levels.
- Audit: district- and school-wide discussions related to support structures for newcomer ELs at each school level
- Audit: increased opportunities for faculty professional development and instructional coaching related to reading and writing instruction for all students, including in the content areas ‘
- Audit: For ELs struggling to show growth in learning, the Tiered Systems of Academic Support team and, if appropriate, student services multidisciplinary team, should include an ESL and/or bilingual-bicultural certified teacher on the team when an EL is referred to address second language acquisition needs and supports.
- Audit: Monitor and adjust science and social studies assignments, assessment, instruction, and curriculum in relation to language-related accessibility for ELs at all levels of proficiency.

MASLOW BEFORE BLOOMS



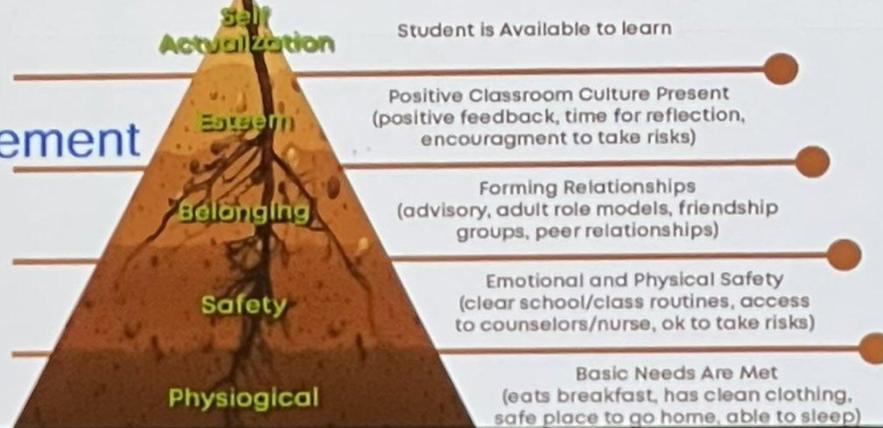
Bloom



2. Lesson Mastery

1. Classroom Management

3. Relationships



Maslow

DISTRICT CULTURE

District Culture	Goals	Performance Indicators	Interventions/Actions
Lindenwold Public Schools' culture is inclusive, supportive, and healthy, which leads to high retention of students K-12 as well as teachers and staff.	1. Decrease the number of violent occurrences across the district by 50%	Monthly district incident reports EVRVRS Report from 2021 - 2022 & 2022 - 2023 Monthly reports from "stop it" app	Introduce restorative justice practices for students and staff Implementation of the "stop it" app Update and monitor safety protocol implementation across the district

*School Safety
Protocols*

*Restorative
Practices*



DISTRICT CULTURE

*School Safety
Protocols*

*Restorative
Practices*

*Student & Staff
Attendance*

2. Improve perception of student to student relationship among student body	Student survey data	Introduce restorative justice practices for students and staff Student Voice Committees Implementation of Safety Protocols Throughout the Buildings
3. Increase attendance of students and staff Students: PK: 82.47 School 4: 87.52 School 5: 88.78 LMS: 89.26	Monthly attendance reports Attendance reports from 2021 - 2022	Attendance campaigns / incentives Proactive administrative monitoring of attendance and communication to
LHS: 90.91 Staff: School 4 - 93.17% School 5 - 94.21% Middle School - 93.80% High School - 94.69% Preschool - 94.43%		families Implement staff health and wellness opportunities (in-service and after school)



DISTRICT CULTURE

Figure 32. My child is stressed is because of negative interactions with other students at school.

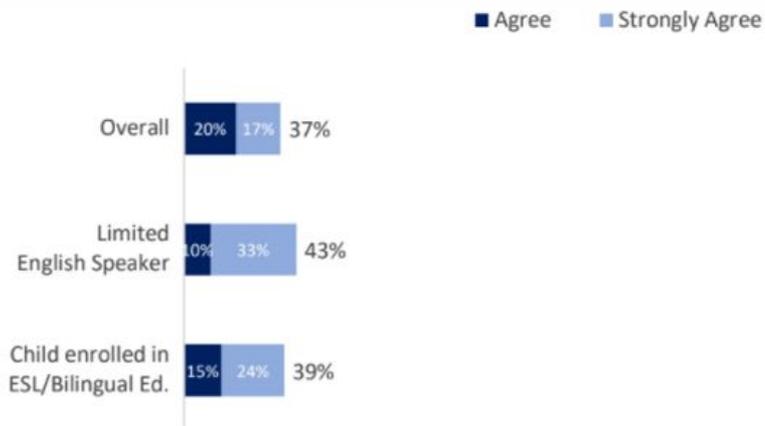
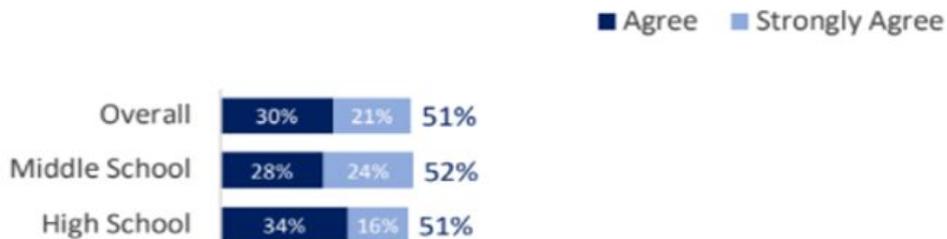
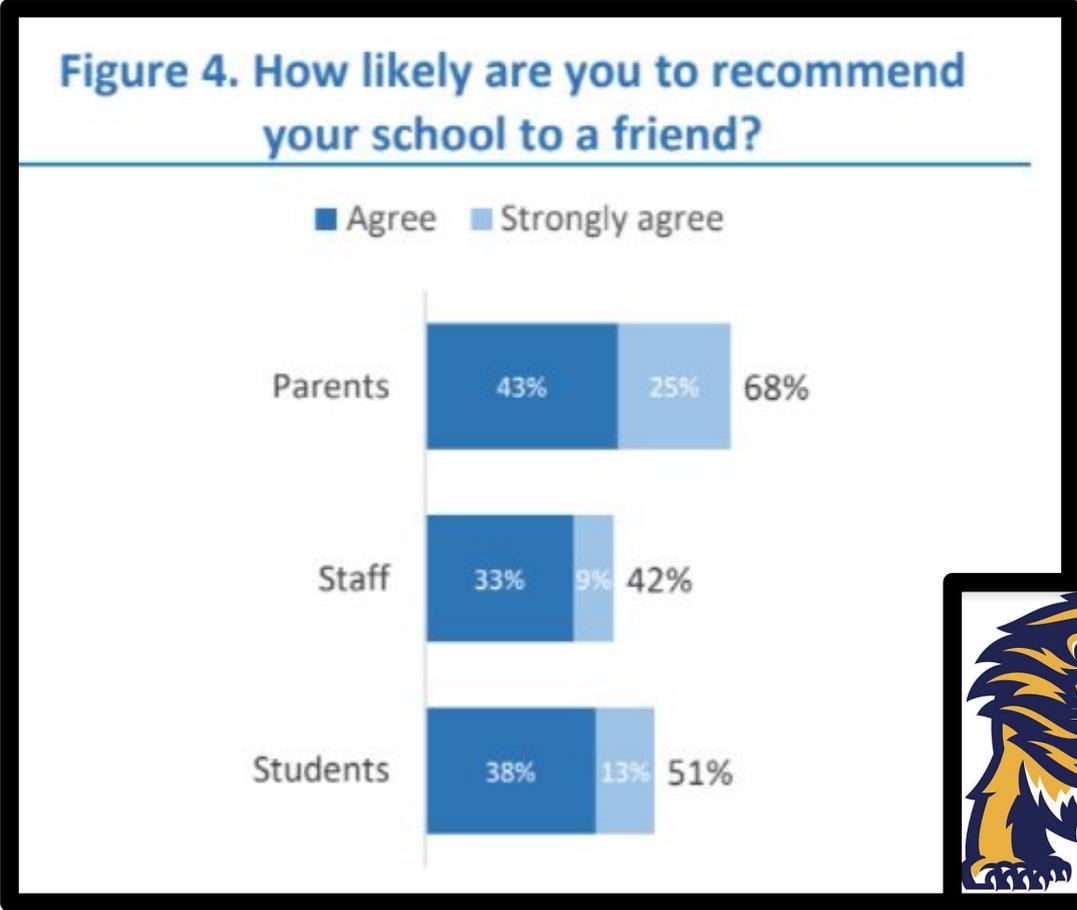


Figure 34. I feel stress about social interactions with other students at school.



DISTRICT CULTURE

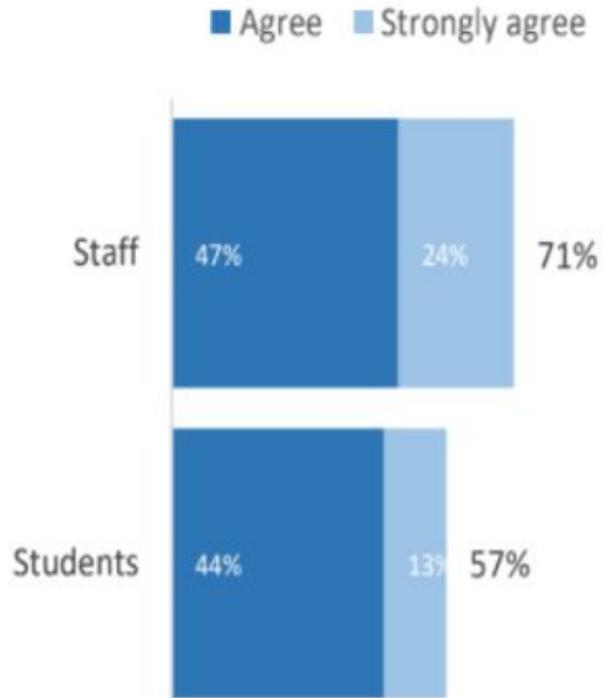
COMPARISON.....



DISTRICT CULTURE

COMPARISON.....

Figure 6. I feel like I belong at this school.



DISTRICT CULTURE

COMPARISON.....

Figure 1. I feel valued at this school.

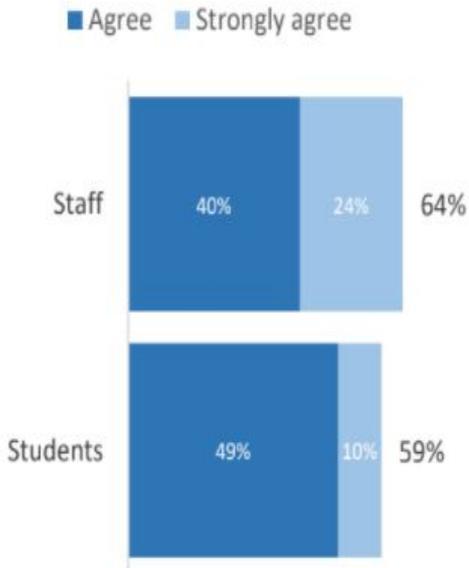
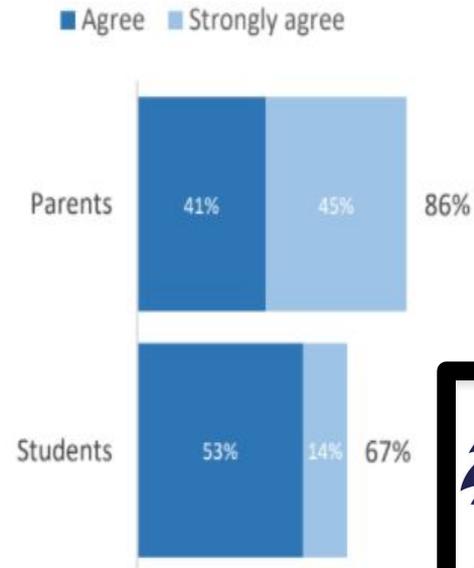


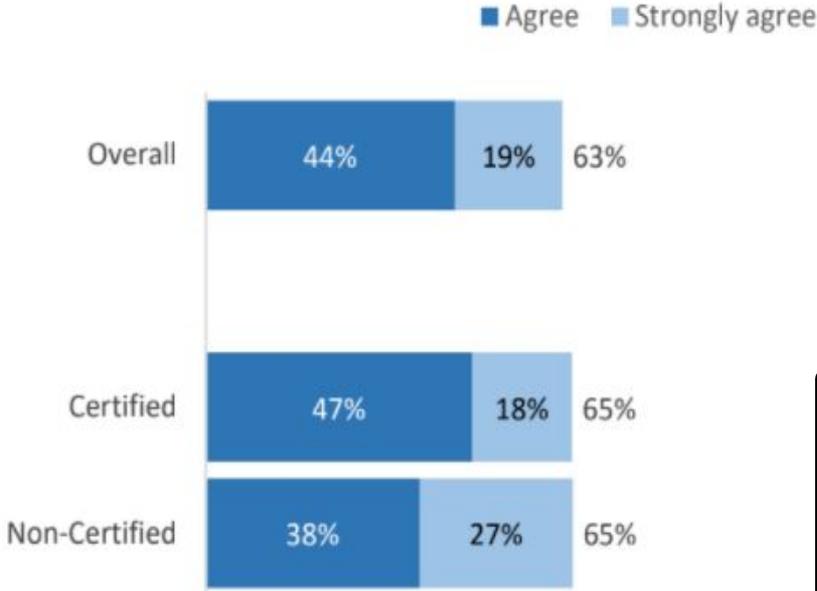
Figure 2. I feel welcome at this school.



DISTRICT CULTURE

STAFF

Figure 10. I feel happy while working at this school.



DISTRICT CULTURE

<p>3. Lindenwold Public Schools families will have a voice in school decision-making as measured by surveys, feedback, and participation in decision-making opportunities</p>	<p>Family Feedback Steering committee membership</p>	<p>Parent Steering Committee</p> <p>Parent Feedback mechanisms for day-to-day interactions</p> <p>Launch a "Parent Academy"</p> <p>Welcome parent chaperones and parent readers to increase parent involvement in schools to increase a sense of belonging</p>
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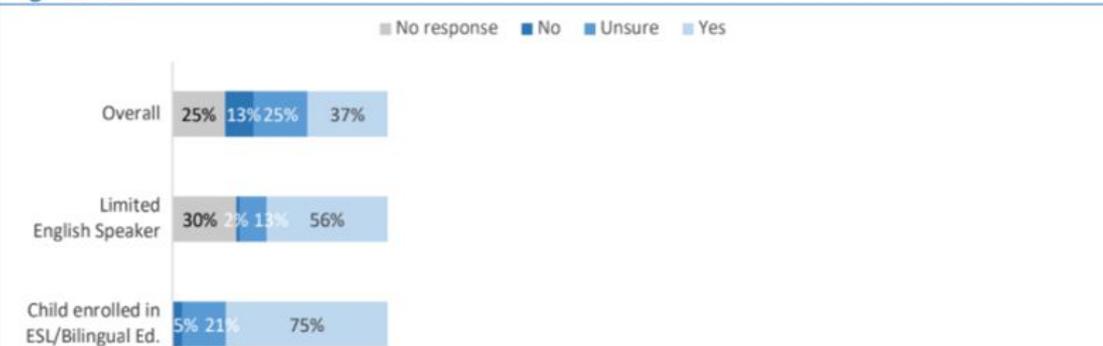
Parent Voice Opportunities



DISTRICT CULTURE

FAMILIES

Figure 11. Will you keep your child enrolled in a Lindenwold school until your child graduates from high school?



Will you keep your child enrolled in a Lindenwold school until your child graduates from high school?

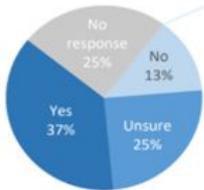


Figure 12. Why are you unsure about keeping, or will not keep, your child enrolled in a Lindenwold school until they graduate?

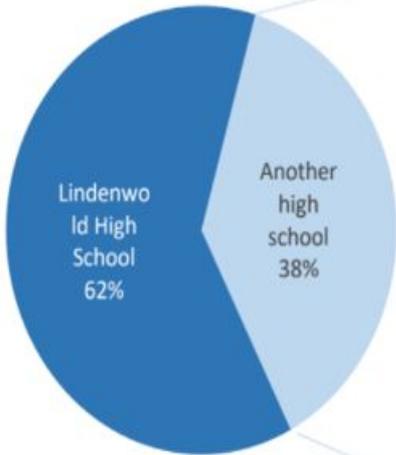
Family likely moving away	18%
Student behavior/discipline concerns	16%
No reason provided	16%
Poor academic program/opportunities	14%
Displeased with school staff	11%
Inadequate communication with parents	6%
Overall poor reputation of Lindenwold school system	6%
Prefer Camden County Technical School or other CTE HS	5%
Violence and physical safety concerns	3%
Depends on student's future needs	1%
Everything	1%
School building conditions	1%
Displeased with overall school policies	1%
Displeased with transportation	1%
Lack of special education services	1%



DISTRICT CULTURE

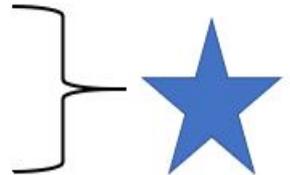
STUDENTS

Figure 17. Where do you plan to go to high school? (middle school students only)



Why do you not plan to go to Lindenwold High School?

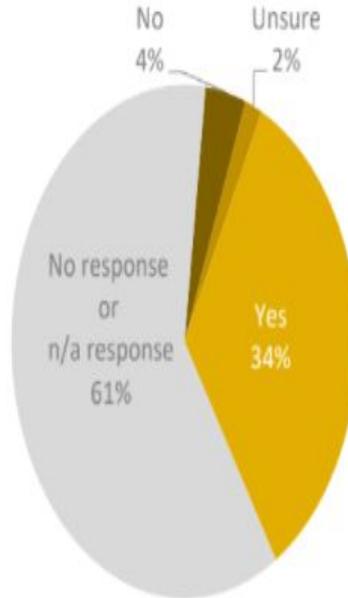
Unsure or no reason provided	18%
Family likely moving away	15%
Better academics/opportunities elsewhere	14%
Prefer Camden County Technical School or other CTE HS	12%
Overall poor reputation of Lindenwold HS	9%
Violence and physical safety concerns at Lindenwold HS	7%
Want to leave/dislike Lindenwold	6%
Parents' preference/decision	5%
Desire to be around new/different people	5%
Better sports program elsewhere	4%
Want to attend same school as sibling/family members	3%
Poor reputation of Lindenwold HS students	2%
Location of school	1%



DISTRICT CULTURE

FAMILIES

Figure 56. Are there additional ways that you want to be involved in your child's school?



DISTRICT CULTURE

4. Retain 90% or more of newly hired teachers to Lindenwold between 2020-2023	Resignation rates year 2021 and 2022	New teacher support program (summer; year-long;mentoring)
Reduce the number of resignation rates from previous 2 years		Ensure mentoring process is effectively implemented for all new staff Ensure new staff are observed in the proper timely manner in accordance with Achieve NJ Implementing effective coaching model Opportunities to make additional \$ via ESY, After School Clubs, Grant Funded PD opportunities

Staff Retention



DISTRICT CULTURE

- Audit: a comprehensive review of district curricula regarding culturally responsive and sustaining instruction and assessment to increase opportunities for accessing and building students' background knowledge and fostering student engagement in opportunities for increased learning and skill development.

DISTRICT CULTURE

COMPARISON.....

Figure 13. My teachers are proud to teach at my school.

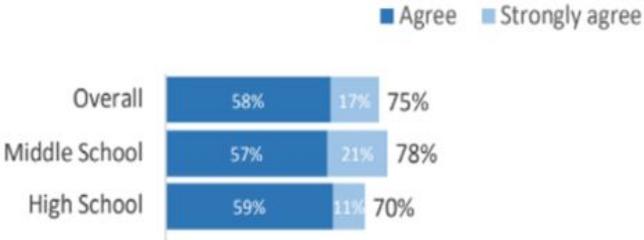


Figure 5. I am proud to be a part of this school.

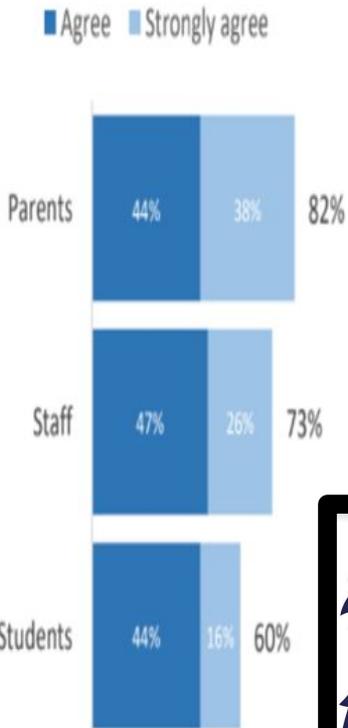


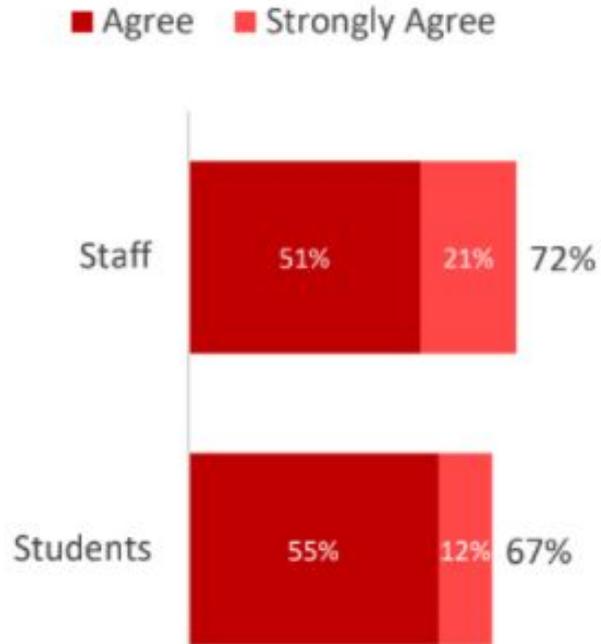
Figure 14. My students are proud to be a part of the Lindenwold School District.



COMPARISON.....

DISTRICT CULTURE

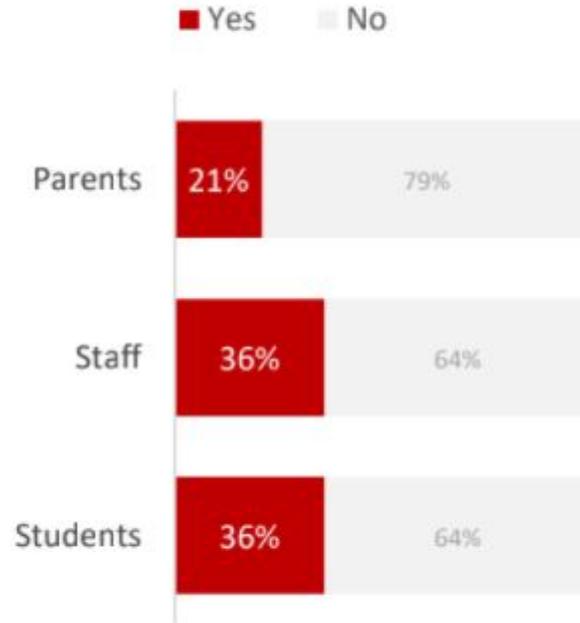
Figure 12. I am treated with respect at this school.



DISTRICT CULTURE

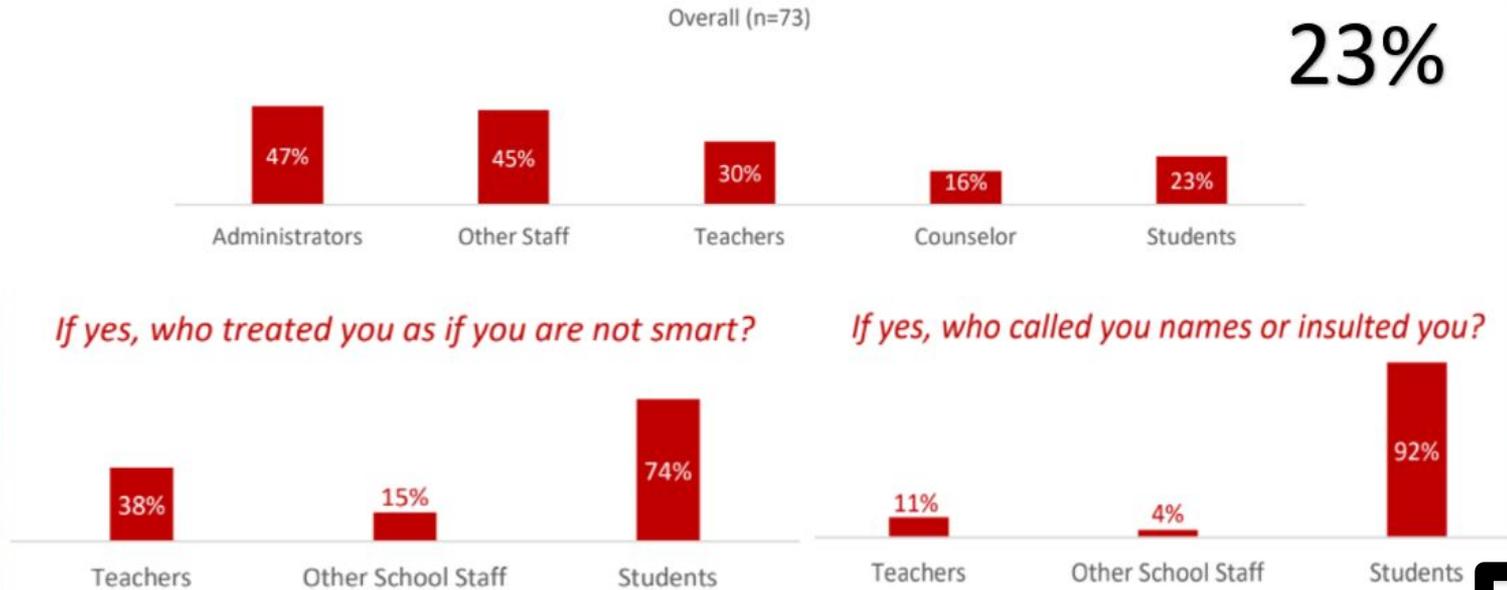
COMPARISON.....

Figure 16. This year at school, has anyone treated you as if you are not smart?



DISTRICT CULTURE

Figure 47. If you were disrespected, to which group(s) did the person or people belong?



DISTRICT CULTURE

- Students need to be empowered and assisted with developing and nurturing a new and powerful sense of school spirit and ownership.
- Focus on building school pride through key focus areas such as athletics, theater, social media, and other high-profile avenues. Work to build school spirit wherever possible.
- Focus on efforts to develop a sense of school pride—what would help students take ownership of their school and empower them to work with their classmates, teachers, administrators, and other stakeholders to enhance school pride?
- Student government should be strengthened and given greater opportunity and platform to do their work.
- There should be a wider and more reliable network of clubs, activities, and other places where students can explore interests, build social relationships across groups, and participate in school life
- School safety and discipline should be included in this new approach to student ownership

STRATEGIC PLANNING PROCESS

Next Steps:

Continue.....

Student Interviews

Spring Surveys (Part 2)

Review Data

Revise Interventions

Goal Set 2023 - 2024

STRATEGIC PLANNING PROCESS

